Missouri Completion Academy Self-Assessment Application
For Southeast Missouri State University

Section I: Completion Goals

Southeast Missouri State University aspires to retain 75 percent of first-time, full-time, degree-seeking (FTFTDS) students, to graduate 50 percent of the FTFTDS cohort within six years from Southeast, and to graduate 60 percent of the FTFTDS cohort within six years from any Missouri public institution. Southeast adopted these aspirational student persistence and completion goals in 2003 through a strategic enrollment management planning process.

Southeast has a long history and commitment to establishing strategic enrollment management (SEM) goals related to the size, quality, diversity and success of students. SEM goals are re-evaluated annually by the university's SEM committee and progress toward these goals is measured in comparison to Missouri's public four-year universities and other peer institutions. Current and future SEM goals support the Complete College America aspirational goal of increasing the number of Missouri adults with a college degree from 37% to 60% by 2020. Evidence of a commitment to this goal is indicated in Section II (metrics) and Section III (strategies) of this self-assessment application.

The process for establishing, owning and achieving SEM goals has broad-based support throughout the university community. There are nearly 40 students, faculty and staff serving on the current SEM committee or one of its subcommittees. Development of the annual SEM plan is a shared initiative among the SEM Committee, the executive staff and those entities that have a vested interest in owning and achieving SEM goals including the Administrative Council, Council of Deans, Chairpersons' Forum, and the Student Government Association.

Southeast achieved a FTFTDS retention rate of 74.1% in 2009 (2008 cohort), the closest yet to realizing the aspirational goal of 75%. However, the rate declined sharply in 2010 to 69.4% (2009 cohort), a rate indicative of the university's commitment to access in its service region. In fall 2010, anticipating the retention rate decline, the SEM Committee established a Retention Subcommittee. The work of this committee was modeled after the Early Intervention Committee at the University of Iowa after staff from the university presented their work at the Missouri Association of Collegiate Registrars and Admissions annual conference in 2010. The SEM Committee requested the participation of faculty, academic advisors, student support personnel, and students. The committee met bi-weekly from January 2011 through August 2012. Focus groups were conducted with first year students, non-traditional students, veterans, Student Government Association, math department faculty, academic advisors, and personnel in all student support areas. Recommendations were implemented to reduce registration holds, improve communication with students, intervene with at-risk students, and increase tutoring services. The FTFTDS retention rate has increased steadily since 2009 and is nearing the 75% goal (Table 1). Achieving the 75% retention goal is key to achieving the aspirational graduation rate goals. The higher four-year graduation rates in 2007 and 2008 are evidence of this relationship.

To bring further organization and structure to the university's SEM planning process, a revised SEM committee structure was approved in 2011. This restructuring formalized the role of three groups, including the retention subcommittee, which regularly met but were not officially

recognized in the university's standing committee structure. The SEM committee now has three subcommittees: 1) The *Enrollment Development Team* is tasked with implementing collaborative procedures, 2) The *Financial Aid and Scholarship Review Subcommittee* evaluates and modifies the university's scholarship programs to meet SEM goals, and 3) the *Retention Subcommittee* solicits campus wide support for a focus on retention and completion goals and evaluates proposed strategies to improve student success rates.

Section II: Common Completion Metrics

Southeast has expanded program offerings and locations to increase access to higher education for residents in the immediate 26 county service region and to attract a diverse student population. Enrollment of first-time, full-time students at Southeast has grown significantly in the last 10 years from a five-year average of 1439 (2002 to 2006) to 1704 (2007-2011), despite the university's location in a region with declining population growth. The fall 2012 MDHE enrollment report indicates full-time equivalent (FTE) enrollment at Southeast increased 16.6% in the last five years as compared to 11.8% for all public four-year institutions. Southeast is the 3rd fastest growing public four-year university in Missouri, behind only the University of Missouri and Missouri University of Science and Technology. Section IV (commitment) discusses planned strategies for continued expansion of educational offerings in the immediate service region.

Metric 1: Retention and Graduation Rates: Southeast is a long time participant in the University of Oklahoma's Consortium for Student Retention Data Exchange (CSRDE). The CSRDE provides comprehensive, comparative benchmarking data on retention and graduation. The data for Southeast from 2000 to present is available at www.semo.edu/ir/retention.htm. This data is used to assess the progress of students by gender and ethnicity and to evaluate the progress of transfer students in comparison to first-time students.

The Missouri Department of Higher Education's Statistical Summary is used to assess progress toward the goal of graduating 60 percent of the FTFTDS cohort from any public institution in Missouri. Tables 1 and 2 provide a sample of the available data.

Table 1: FTFTDS Retention and Graduation Rates

Cohort	Head Count	% Retained to 2nd Year	% Graduated in 4 Years	% Graduated in 6 Years from Southeast	% Graduated in 6 Years from any MO Public Institution*
2002	1458	70.3	24.8	50.5	57.8
2003	1411	70.2	23.8	46.2	51.7
2004	1392	70.1	24.0	48.2	53.2
2005	1544	69.2	24.0	46.3	57.0
2006	1388	70.5	23.0	46.1	
2007	1651	71.6	26.5		
2008	1679	74.1	29.4		
2009	1624	69.4			
2010	1810	71.1			
2011	1758	73.7			

Source: CSRDE, * MDHE Statistical Summary (Table 13)

Table 2: FTFTDS Retention and Graduation Rates, by Gender and Ethnicity

	Female			Male			Black			Hispanic			White		
Cohort	Head Count	% Retained to 2nd Year	% Graduated in 6 Yrs	Head Count	% Retained to 2nd Year	% Graduated in 6 yrs	Head Count	% Retained to 2nd Year	% Graduated in 6 Yrs	Head Count	% Retained to 2nd Year	% Graduated in 6 Yrs	Head Count	% Retained to 2nd Year	% Graduated in 6 Yrs
2002	858	70.7	53.8	600	69.7	45.7	120	76.7	44.2	10	50.0	30.0	1289	70.2	51.6
2003	825	72.8	51.3	586	66.6	39.1	129	72.9	34.9	17	47.1	35.3	1218	70.3	47.3
2004	826	71.5	50.4	566	68.0	45.0	138	65.9	36.2	16	75.0	62.5	1201	70.4	49.2
2005	921	71.4	51.3	623	66.0	39.0	206	65.0	35.4	29	62.1	44.8	1274	69.9	48.2
2006	856	71.3	48.2	531	69.3	42.5	140	55.7	27.3	18	77.8	16.7	1067	72.4	48.9
2007	947	71.8		704	71.3		197	61.9		18	66.7		1227	72.9	
2008	1055	75.8		624	71.3		132	72.7		25	72.0		1426	75.4	
2009	936	71.2		688	66.9		143	65.0		24	66.7		1377	70.0	
2010	1095	72.1		714	69.7		174	62.1		30	70.0		1476	72.3	
2011	1002	73.2		755	74.4		179	69.8		25	68.0		1429	74.4	

Source: CSRDE

Metric 2: Retention by Admission Student Type: Admission to Southeast as a degree-seeking student is based upon a student's academic record as well as the student's age, marital status and veteran's status. Students who are classified as non-traditional (21 years of age or older, married, supporting a dependent child or a veteran with qualified armed forces active duty) must submit a high school transcript with proof of graduation or completion of the GED. Minimum standardized test scores are not required for non-traditional students. Table 3 documents the substantial increase in first-time, full-time, non-traditional student from 63 (2008) to 122 (2009) and the significant decrease in the retention of these students from 66.7% (2008) to 41.0% (2009).

Table 3: First-Time, Full-Time Degree-Seeking Retention, by Type of New Student

	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
New Student Type	Head Count	% Retained to 2nd Year	Head Count	% Retained to 2nd Year	Head Count	% Retained to 2nd Year	Head Count	% Retained to 2nd Year
Traditional New	1563	75.2%	1446	72.3%	1588	73.0%	1580	74.4%
Traditional Other	12	33.3%	24	45.8%	23	47.8%	30	66.7%
International	41	56.1%	32	65.6%	69	72.5%	79	65.8%
Non-Traditional	63	66.7%	122	41.0%	131	51.1%	69	69.6%
ALL	1679	74.1%	1624	69.4%	1810	71.2%	1758	73.7%

New Student Type Definitions
Traditional New: Current Year High School Graduate
Traditional Other: Less than 21 years of age and not classifed non-traditional, but not a current year high school graduate
Non Traditional: 21 years of age or older, married, single w/dependents, or a veteran

Metric 3: Retention by Student Background Variables: The data provided in Table 3 provided the SEM Retention Subcommittee with guidance in the development of strategies to target at-risk students. Institutional Research later expanded its reporting of student retention information for several descriptive variables including gender, ethnicity, citizenship, county or origin, state, high school GPA range, ACT, academic college, department and major, admissions selectivity score, and expected family contribution. This information was provided to the SEM Retention Subcommittee for the last five cohort years (2007 to 2011). A sample of this information is provided in Table 4.

Table 4: Sample Descriptive Statistics for First-Time, Full-Time Students

ACT Composite Score	2008	2009	2010	2011
30 and Above	78.4%	89.6%	92.2%	87.8%
27 - 29	82.2%	79.4%	76.8%	75.9%
24 - 26	74.9%	74.7%	77.0%	78.8%
21 - 23	73.3%	68.7%	70.3%	68.1%
18 - 20	73.0%	62.4%	65.4%	74.3%
Below 18	69.0%	69.2%	66.7%	53.6%
N/A	57.5%	44.4%	59.2%	70.0%

High School GPA Range	2008	2009	2010	2011
3.750 and Above	85.1%	87.3%	83.1%	83.2%
3.500 - 3.749	81.9%	78.2%	80.3%	77.5%
3.250 - 3.499	76.9%	71.2%	72.2%	75.8%
3.000 - 3.249	67.9%	63.4%	73.3%	71.5%
2.750 - 2.999	63.1%	57.1%	62.1%	68.7%
2.500 - 2.749	63.3%	51.7%	50.6%	57.2%
2.000 - 2.499	56.6%	48.4%	51.1%	53.3%
Below 2.000	66.7%	38.1%	43.8%	66.7%
N/A	53.5%	46.1%	48.6%	72.1%

Metric 4: Standard College Completion Metrics

Table 5: Complete College Metrics Submitted by Southeast

Completion Ratio				
		Full Year 2010-11		
		FTE	Degrees/Certificates (of at least 1 and less than 2 academic years) Awarded	Awards Per 100 FTE
Southeast Missouri State University	TOTAL Students	8,607	1,478	17

Course Completion				
Comments: MDHE-produced data include credits enrolled and earned for the fall semester ONLY.				
		Full Year 2010-11		
		Number of Credit Hours Attempted	Number of Credit Hours Completed	% Credit Hours Completed
Southeast Missouri State University	Full-Time Students	26,670	22,482	84.30%
	Part-Time Students	934	639	68.40%
	Transfer Students	8,932	7,341	82.20%

Section III: Completion Strategies

Southeast offers a wide variety of academic and student support services intended to help students meet their education goals. This section discusses several large-scale strategies currently in use at Southeast as well as three Higher Learning Commission Academic Quality Improvement Program (AQIP) Action Projects related to improving student completion rates.

Major Campus Initiatives Supporting Student Completion
AQIP Action Projects: Southeast Missouri State University is accredited by the Higher Learning Commission of the North Central Association (NCA-HLC). In recognition of its commitment to quality improvement principles, Southeast has been accepted into the HLC's Academic Quality Improvement Program (AQIP) -- one of three accreditation processes offered by the HLC. The AQIP process is continuous and involves maintaining a minimum of three Action Projects at any given time. The process is overseen by the University AQIP Steering Committee, whose members include faculty, administrators, staff, and students. Two of the three current action projects recently adopted are directly linked to improving student retention and completion rates.

1. *Student Engagement*: Southeast has a strong emphasis on student involvement, however, this involvement is not consistent across the student body. There exists an opportunity to build a better connection between students and the various opportunities for student involvement across campus. This action project will better define the attributes that contribute to an engaged Southeast student body and the development of specific strategies to increase student engagement.

2. *Student Retention and Completion*: This action project was adopted to bring further campus wide awareness to the effectiveness of the various strategies that are either currently in use or planned for the future.

Academic Visionary Committee: A committee has been formed to develop recommendations for enhanced and new academic programs and centers of excellence based on emerging trends, issues, and opportunities. The committee will conduct environmental scans using external sources to identify demands for current and future skills, jobs and the associated areas of study.

Delivery Structure
Off-Campus Locations: Southeast Missouri State University is located in Cape Girardeau, Missouri, with a population of approximately 40,000. Regional campuses are located to the south of Cape Girardeau in Kennett (95 miles), Malden (72 miles), Poplar Bluff (83 miles), and Sikeston (33 miles). The Perryville Higher Education Center is located north of Cape Girardeau (33 miles) and operated in cooperation with Mineral Area College. Approximately 1400 students are enrolled at a regional campus annually. Several bachelor's degree programs are offered in their entirety at a regional campus including agribusiness, child development, criminal justice, education (elementary, exceptional childhood middle school), general studies, interdisciplinary studies and psychology. Southeast operates the Cape Girardeau Partnership for Higher Education (CGPHE) at the Cape Girardeau Career and Technology Center, in cooperation with Three Rivers College and Mineral Area College. In fall 2012, 280 students were enrolled at the CGPHE.

Cooperative Degree Programs: Southeast continually strives to expand cooperative degree offerings. Current programs include: Medical Technology (in cooperation with any clinical program that has National Accrediting Agency for Clinical Laboratory Sciences approval),

Associate of Science in Dental Hygienist and Master of Science in Criminal Justice (with Missouri Southern State University).

Online Programs: Southeast Online provides academic advising, faculty and student support for the university's 13 online degree programs, with over 750 online-only students. A total of 768 online sections of 333 different courses were scheduled, and over 8,000 students took at least one online course, during the current academic year. A new learning management system, Moodle (Remote-Learner), was implemented in 2012 to support the expansion of online courses. In 2012, approximately 15% of credit hours were generated from online courses.

Wintersession: A new part of term (mid-December to mid-January) was added to the spring semester in 2011, when 11 online courses were offered. The majority of courses offered met University Studies requirements. To meet growing student demand, 52 course sections were taught in the spring 2013 wintersession, with more than 1,000 students enrolled. Students are limited to enrolling in one three-credit course in wintersession and the average wintersession student enrolled in the same number of regular spring credit hours as did non-wintersession students in 2013.

Expanded Summer Offerings: In summer 2011, a new model was instituted for scheduling summer courses, in which departments are given full control of the summer schedule. Faculty members are compensated by a pro-rated scale based on enrollment, ensuring that summer revenues will be adequate for expenses. When a course fills, the department has the option to create a new section in order to meet demand. Total summer student credit hours, which had decreased to a low of 18,000 in 2009, increased sharply in 2011. Over 22,000 student credit hours are currently enrolled for summer 2013. The average summer student earned 4.45 credits in summer 2012, while taking only 0.22 fewer credits the following fall than students not taking summer courses.

Statewide Collaborative Initiative: Southeast is one of seven universities working collaboratively to offer courses in economics, environmental science, foreign languages and physics that otherwise would have low enrollments if offered by each institution, but combined have greater demand.

Reducing Time to Degree
Career Proficiency Requirements: In 2004, the University put in place four career proficiency checks for all new students. These proficiencies were implemented to insure that all students graduate with appropriate career planning knowledge and a professional resume and cover letter. New, first-time students complete the Focus-2 Assessment in their First Year Seminar. Focus-2 helps students with career planning and guidance in their first year of college. The results of the assessment are interpreted with the student prior to their meeting with an academic advisor to complete future enrollment. The mandatory career assessment is intended to help a student identify their program of study early in their college career.

Web-Based Degree Audit System: Implemented in 2010, DegreeWorks is a web-based tool to help students and advisors monitor progress toward degree completion. DegreeWorks looks at the degree requirements of the Southeast Missouri State University Undergradute and Graduate BULLETINS and the coursework completed to produce an easy-to-read audit. Checkboxes outline what courses and requirements are complete or in-progress. DegreeWorks also allows students and their advisors to plan for future coursework.

Reverse Transfer Agreements: Southeast has operational reverse transfer agreements with Mineral Area College and Three Rivers College.

Dual Credit and Early College Credit: Southeast enrolls 750 high school students in dual credit courses annually. Historically, high school students have paid 55 percent of the incidental rate per credit hour for dual credit and early college credit coursework. In fall 2013, the rate will be reduced to $85 per credit hour to encourage greater participation in the program. At the same time, the university is rolling out a new program, the first of its kind in the region, to make dual credit courses available to more students. Southeast faculty members will offer a slate of online dual credit courses with the assistance of area high school teachers. High school students may access the courses via the Internet from their high school.

Academic and Student Support

Eight-Week Grades: Faculty provide students with mid-term grades to help students monitor their academic progress. Mid-term grades are shared with academic advisors, Academic Support Centers, Athletics, Dean of Students, International Education and Services, Residence Life and Student Financial Services. These departments intervene with students earning D, F or X mid-term grades.

Tutoring and Supplemental Instruction: The 2011 retention study indicated that more tutoring services were needed. Tutoring services were expanded from supporting 399 students in 2011 to 706 students in 2012.

Academic Support Centers: The "Academic Support Centers" at Southeast are comprised of several individual units that operate with minimal staff. However, when combined, the units provide students with cohesive and seamless academic support from the point of entry through graduation. The Center's departments include Educational Access Programs, Learning Assistance Programs, TRIO Student Support Services, TRIO McNair Scholars, and the Missouri Department of Higher Education College Access Challenge and Default Prevention Grants.

Intervention with At-Risk Students: As a direct result of the university's focus on student retention, three significant intervention strategies were implemented in 2011:
1. Approximately 120 new, first-time students with a low high school grade point average are assigned to professional academic advisors rather than faculty advisors. Academic advisors are informed that the students are at-risk based upon their high school grade point average and are encouraged to offer more intrusive advising services to the students.
2. Students with fewer than 30 credit hours receiving financial aid who are placed on financial aid warning following their first semester are asked to connect with Academic Support Center staff. The staff counsel students on the minimum standards of academic progress and financial management strategies, and students are asked to complete an academic improvement plan.
3. First-time, full-time students who earn at least one D, F or X mid-term grade are contacted by financial aid staff via email. The email informs the student of the minimum standards for academic progress policy and encourages the student to meet with Learning Assistance Programs and to seek tutoring.

Student Financial Services "One-Stop" Service Center: At Southeast, the Financial Aid and Student Accounts Offices are combined into a single service center. In 2011, the Student Accounts staff made the decision to use full-time, professional financial counselors to provide

front-line customer service for the department. The staff are empowered to enter into financial payment arrangements with students and to resolve issues with minimal supervision.

Center for Academic and Career Advising: In 2012, the Career Services department merged with the three academic advising departments from the College of Health and Human Services, the College of Liberal Arts, and the School of University Studies to create the Center for Academic and Career Advising. A new director was hired to oversee the unit. The office will share a space with the Office of the Registrar in the newly remodeled Academic Hall to create an academic services "one-stop" unit for students.

Military and Veterans Services: An office for Military and Veterans Services was established in 2012 and a full-time director was hired. The director meets with prospective and currently enrolled students and collaborates with university personnel to meet the service needs of veterans and military personnel and their family members.

Transfer Credit Articulation
Missouri's Core Transfer Library: Southeast is a participant in this initiative.

Transfer Guides: In 2012, an effort began to develop academic program transfer guides with five feeder community colleges. To date, 36 guides are available on the Southeast website. When complete, the university will have more than 200 guides with nine community colleges.

Military Credit Articulation: Staff in the Office of Military and Veterans Services and the Registrar's Office are working with the Director of University Studies to articulate military credit and apply that credit to degree requirements. Procedures will be established to help an incoming student understand the process for requesting the credit articulation. Individual academic departments, including Industrial & Engineering Technology and Criminal Justice, are also articulating military credit to meet degree requirements in specific academic majors.

Strengthening Employer Linkages
New Career Center Management Software: Career Linkages will implement an automated, web-based Career Services management database in summer 2013 to enable students and alumni to connect with employers. Employers will have easy access to post employment opportunities and to view student resumes.

St. Louis Outreach Office: Approximately 40% of Southeast's new students enroll from the Greater St. Louis region. Three full-time staff are based in Chesterfield, Missouri including a St. Louis Career Specialist, a Director of Corporate Relations, and an Assistant Director for Online Marketing. This staff develops relationships with St. Louis-based companies to develop internships and employment opportunities to students and to promote Southeast's online academic programs in the region.

Transforming Remediation

In 2009, an AQIP Action Project was implemented to review Beginning and Intermediate Algebra. The result was a combining of the two classes into an emporium style course with a mandatory attendance policy which is still vigorously enforced. After realizing the deficiencies in students' mathematical backgrounds, MA050: Basic Math Skills was added in fall 2011.

Section IV: Commitment to the Completion Agenda

Several recent and ongoing initiatives demonstrate a sincere commitment by Southeast to increase college attainment and completion rates. Recent committee work including the University in the Year 2020, the Strategic Planning Committee, and the Academic Visionary Committee are developing new student success strategies, expanding access to higher education and proposing new academic programs to meet today's workplace needs. New majors are now available in sustainable energy systems management, construction management and design, and cybersecurity. The visionary committee is exploring the potential for new majors in the STEM fields, the health sciences and other health and human service industries.

To meet the 2020 college completion goals, more individuals must have access to higher education. In addition to expanding academic program offerings, Southeast is implementing strategies to connect with more first generation college students, including high school students in Southeast Missouri and with military personnel and their family members. Southeast has partnered with eight college access programs in Missouri to connect first generation students to the university's academic support services. In 2013, the MDHE Access Challenge Grant will be used to provide college counseling services throughout Southeast Missouri and to establish the regional campuses as pre-college service centers (offering ACT preparation courses and FAFSA completion workshops). Efforts are underway to articulate military credit to the university's degree requirements and to market the university's academic programs and support services to the military.

The Southeast Missouri State University team is comprised of seven individuals with the necessary background and authority to implement large-scale, high impact completion strategies. The team has the full support of the university's executive staff, including Dr. Ken Dobbins, President, and Dr. Gerry McDougall, Interim Provost. President Dobbins has asked all divisions to incorporate initiatives to support student retention and completion into their FY14 annual plan.

To further support institutional planning and effectiveness, the offices of Institutional Research and Academic Assessment will be combined and a search for an Assistant Provost for Institutional Research and Academic Assessment is underway. This new department will implement a web-based dashboard reporting system this summer to provide easy access to student assessment, retention and completion data for academic departments, student service personnel and the university's leadership team.

Team members include:

1. Mr. Trent Ball   Associate Dean of Students/Director of Student Retention
2. Dr. Deborah Below   Vice President for Enrollment Management and Student
                         Success/Dean of Students (team chair)
3. Dr. Wayne Bowen   Professor and Chair, Department of History
                         Director of University Studies
4. Dr. Chris McGowan   Dean of the College of Science, Technology and Agriculture
5. Ms. Michele Tapp   Director of Academic and Career Advising
6. Ms. Karen Walker   Director of Financial Aid Services
7. Vacant   Assistant Provost for Institutional Research and Academic
                         Assessment